DOCUMENT RESUME

ED 387 485 TM 022 936

TITLE	College-Level Academic Skills Test (CLAST). Test Administration Plan 1994-1995.
INSTITUTION	Florida State Dept. of Education, Tallahassee.
PUB DATE	[94]
NOTE	49p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; Accountability; Achievement Tests; College Entrance Examinations; *Communication Skills; *Community Colleges; Higher Education; Mathematics; Reading; Scoring; *Standards; State Colleges; *State Programs; *Testing; Testing Programs; Test Results
IDENTIFIERS	*College Level Academic Skills Test; *Florida

ABSTRACT

This plan presents the procedures to be followed in the administration of the Florida College-Level Academic Skills Test (CLAST) for the 1994-95 academic year. The document specifies the responsibilities of the Department of Education, the technical support contractor, and individual institutions. The plan does not include procedures needed in each institution to ensure that students acquire CLAST skills or that CLAST standards are implemented in the classroom. The CLAST is part of the Florida system of accountability. It is an achievement test that measures student achievement of college-level communication and mathematics skills that were identified by the faculties of community colleges and state universities. Students in public institutions in Florida are required to pass the CLAST for the award of an associate in arts degree and for admission to upper-division status at a state university in Florida. The four subtests of the CLAST: essay, English language skills, reading, and mathematics, do not yield the skill-by-skill information necessary for full diagnosis of the needs of individual students, but they do help institutions identify areas of need for groups of students. Administration guidelines and information on scoring and reporting results are detailed. Ten appendixes provide supplemental detail about testing, including waiver forms. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

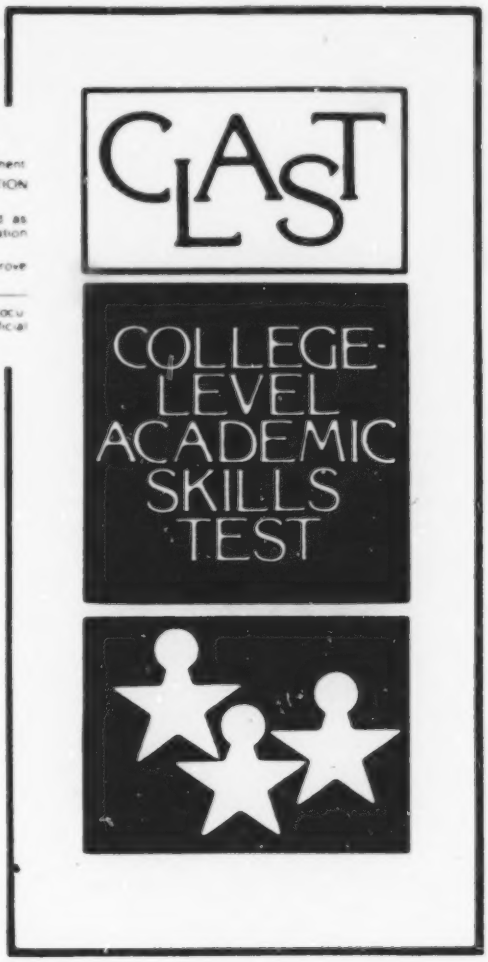
ED 387 485

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
ROBERT BEDFORD

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

TEST ADMINISTRATION PLAN

1994-1995

BEST COPY AVAILABLE

TM022936

State of Florida
Department of Education
College-Level Academic Skills Project
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

CRITICAL DATES*

1994-1996

Fall 1994
Close of Registration ..... September 2, 1994
Test Administration Day ..... October 1, 1994
Institutional Alternate Administration ..... October 4, 1994

Spring 1995
Close of Registration ..... January 20, 1995
Test Administration Day ..... February 18, 1995
Institutional Alternate Administration ..... February 21, 1995

Summer 1995
Close of Registration ..... May 5, 1995
Test Administration Day ..... June 3, 1995
Institutional Alternate Administration ..... June 6, 1995

Fall 1995
Close of Registration ..... September 8, 1995
Test Administration Day ..... October 7, 1995
Institutional Alternate Administration ..... October 10, 1995

Spring 1996
Close of Registration ..... January 19, 1996
Test Administration Day ..... February 17, 1996
Institutional Alternate Administration ..... February 20, 1996

Summer 1996
Close of Registration ..... May 3, 1996
Test Administration Day ..... June 1, 1996
Institutional Alternate Administration ..... June 4, 1996

*For planning, note that regular administrations are scheduled for the first Saturday in October, the first Saturday in June, and the third Saturday in February. When the first Saturday in October is a religious holiday, the administration is conducted on the last Saturday in September. Alternate administrations are scheduled for the Tuesday following the regular administration.

FLORIDA DEPARTMENT OF EDUCATION
Doug Jamerson
Commissioner of Education

MEMORANDUM

TO: Presidents of Community Colleges and State Universities;
Presidents, Independent Colleges and Universities

FROM: Doug Jamerson Doug Jamerson

SUBJECT: CLAST *Test Administration Plan*, 1994-95

Enclosed please find one copy of the *Test Administration Plan* for the College-Level Academic Skills Test (CLAST) for the 1994-95 academic year. This plan has been created pursuant to Section 229.551(3)(k), Florida Statutes.

Within this plan are the procedures to be followed during the year in the administration of the CLAST. This document specifies the responsibilities of the Department of Education, the technical support contractor, and individual institutions.

In accordance with Rule 6A-10.0312, Florida Administrative Code, current minimum passing scores for the CLAST subtests are as follows: reading, 295; English language skills, 295; mathematics, 295; and essay, 6.

The plan for the coming year includes an updated list of computer-adaptive test centers (Appendix G) for the CLAST and a revised table for the 1994-95 CLAST specifications showing changes in the number of items per broad skill area for mathematics.

The plan does not include procedures that are needed in each institution to ensure that students are given the opportunity to acquire CLAST skills or to ensure that the CLAST standards are implemented in accordance with provisions of the Florida Statutes and the Florida Administrative Code Rules adopted by the State Board of Education. Each institution is responsible for preparing its own programs and procedures to ensure that CLAST skills are taught and learned.

Thank you for your assistance in implementing the CLAST program.

DJ/thf/jb
Attachment

cc: Mr. Clark Maxwell
Dr. Charles B. Reed
Dr. C. Wayne Freeberg
CLAST Institutional Test Administrators

The Capitol • Tallahassee, Florida 32399 • (904) 487-1785

Affirmative action/equal opportunity employer

CONTENTS

INTRODUCTION 1

DESCRIPTION OF THE CLAST 2

RESPONSIBILITY FOR THE ADMINISTRATION OF THE CLAST 4

- The Department of Education 4
- The Technical Support Contractor 5
- The Institutional Test Administrator 5
- Approved Test Centers 6

ADMINISTRATION GUIDELINES 7

- Eligibility to Take the CLAST 7
- The Need for CLAST Scores 7
- Test Schedule 8
- Notifying and Registering Examinees 8
- Saturday Administration 9
- Additional Administrations 9
- Ordering Test Materials 11
- Special Test Conditions for Handicapped Examinees 11
- Waivers from CLAST Subtests 11
- Test Security 12
- Testing Fees 12

SCORING AND REPORTING RESULTS 13

- Scoring Conventions 13
- Passing Scores 13
- Verification of Score Reports 14
- Cancellation of Scores 14
- Recording CLAST Scores 14
- Reports of Results 14

APPENDICES 17

- A: Selected Florida Statutes and Administrative Code Rules 17
- B: Department of Education General Counsel Opinion, June 30, 1988 27
- C: Request for a Special Administration at a Military Base 29
- D: Key Activity Due Dates for Special Administrations 31
- E: Special Administration Request Form 33
- F: Request for Student to Retake CLAST on the Computer-adaptive Test (CAT) 35
- G: CLAST Computer-adaptive Test Centers for Retake Examinees 37
- H: Request for Student to Take CLAST at Another Institution 39
- I: Department of Education General Counsel Opinion, March 22, 1993 41
- J: Waiver Reporting Forms 43

INTRODUCTION

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability and is mandated by Section 229.551(3)(k), Florida Statutes. Current Florida statutes and State Board of Education (SBE) rules pertaining to the CLAST are provided in **Appendix A**. The CLAST is an achievement test that measures students' attainment of the college-level communication and mathematics skills that were identified by the faculties of community colleges and state universities through the College-Level Academic Skills Project (CLASP). The skills have been adopted by the SBE and are listed in Rule 6A-10.0316, Florida Administrative Code (see **Appendix A**).

The CLAST consists of four subtests: essay, English language skills (ELS), reading, and mathematics. Each subtest yields a single score that is reported to the student and the institution needing the scores. Students and institutions also receive broad skill information that is useful in identifying areas of possible strength or weakness. While the CLAST does not yield the skill-by-skill information necessary for full diagnosis of individual student needs, institutions can identify areas of need for groups of students by following broad skill performance across several administrations. Although CLAST scores relate positively to other measures of academic performance, they do not predict examinees' future performance in upper-division programs.

Since August 1, 1984, students in public institutions in Florida have been required to attain CLAST scores that satisfy the standards set forth in Rule 6A-10.0312, FAC, for the award of an associate in arts degree and for admission to upper-division status in a state university in Florida. In addition, students in private institutions may need CLAST scores to receive state financial aid.

The purpose of this document, the *Test Administration Plan*, is to set forth the terms and conditions that govern the administration of the CLAST. The complete 1994-95 CLAST plan consists of this document, the 1994-95 *Institutional Test Administrator's Manual*, and the 1994-95 *Test Administration Manual*. This plan has been developed and issued as an exercise of the responsibility for the statewide administration of the CLAST as vested in the Commissioner of Education. It is intended to ensure that all students who take the CLAST have the same opportunity to demonstrate their achievement of the skills tested.

The *Test Administration Plan* for 1994-95 becomes effective on the date of issuance by the Commissioner of Education, and it replaces all previous CLAST plans. The Commissioner of Education may amend this plan to reflect changes in the Florida Statutes and the SBE Rules.

For additional information, contact

The Department of Education - CLAST
Florida Education Center, Suite 701
325 West Gaines Street
Tallahassee, Florida 32399-0400
(904) 488-8198
SUNCOM 278-8198

DESCRIPTION OF THE CLAST

The CLAST comprises four subtests: essay, English language skills (ELS), reading, and mathematics. The essay subtest affords students an opportunity to demonstrate writing skills adopted by the SBE by writing an essay on one of two provided topics. The English language skills subtest measures skills in the broad skill areas of word choice; sentence structure; and grammar, spelling, capitalization, and punctuation. The reading subtest measures skills in the broad skill areas of literal comprehension and critical comprehension. The mathematics subtest measures skills in the broad skill areas of arithmetic, algebra, geometry and measurement, logical reasoning, and statistics, including probability.

The table below shows, for each objective subtest of the 1994-95 CLAST, the number of skills tested in each broad skill area and the number of test items per skill area.

1994-95 CLAST Specifications

Subtest and Broad Skill Areas		Number of Skills*	Number of Items: Scored	Number of Items: Developmental	Number of Items: Total
ESSAY					
Holistically scored†					
ENGLISH LANGUAGE SKILLS					
Word Choice		2	4		
Sentence Structure		4	12		
Grammar, Spelling, Capitalization, and Punctuation		10	19		
	Total	16	35	5	40
READING					
Literal Comprehension		3	9		
Critical Comprehension		10‡	27		
	Total	13	36	5	41
MATHEMATICS					
Arithmetic		13	12		
Algebra		17	16		
Geometry and Measurement		10	8		
Logical Reasoning		8	6		
Statistics, including Probability		9	8		
	Total	57	50	5	55

*Includes, for some areas, subskills indicated in skill statements and tested independently on examination forms.

†See p. 13 for scoring conventions.

‡Includes one alternate skill format indicated in item specifications and skill statements.

Tests are developed according to these specifications and equated for each regular administration. Test security is maintained by administering multiple forms of the test. The different forms are created by varying the arrangement of the items. Braille, cassette, and large-print versions are also available.

All four subtests are administered in one session. Although the total time needed for all administration activities is five hours, actual testing time is four hours. The additional time required is for checking in examinees, coding identifying information, distributing and collecting materials, reading directions for each subtest, and providing a short break. The order in which subtests are administered and the time allowed for the completion of each are shown below:

Essay	60 minutes
English Language Skills and Reading	80 minutes
Mathematics	90 minutes

Special considerations for handicapped examinees are detailed in the *Institutional Test Administrator's Manual*.

For each academic year, a technical report is issued that summarizes student performance and provides detailed technical information concerning the psychometric aspects of the CLAST.

RESPONSIBILITY FOR THE ADMINISTRATION OF THE CLAST

By law, the Commissioner of Education maintains responsibility for the administration of the CLAST and may recommend a contractual agreement for carrying out specific administrative responsibilities concerning the CLAST. Such a contractual agreement has been approved by the State Board of Education for the Office of Instructional Resources, University of Florida, to function as the technical support contractor (TSC) for the CLAST. The TSC conducts many activities, including training the institutional test administrators (ITAs), who actually give the test. Functions not assigned to the TSC are conducted by the Department of Education.

To ensure that all examinees have the same opportunity to demonstrate the extent to which they have attained the skills measured by the CLAST, the test must be administered in a standardized, secure, and professional manner in approved test centers throughout the state. Standardization begins with this *Test Administration Plan*, which identifies the specific administrative responsibilities assigned to the Department of Education, the TSC, and the ITA.

The Department of Education

The responsibilities of the Department of Education are to

1. approve all CLAST test centers;
2. serve as the public spokesperson for the testing program;
3. develop the *Test Administration Plan*;
4. approve each ITA appointment;
5. effect the assignment of selected responsibilities to the TSC;
6. monitor and verify the performance of the TSC;
7. monitor the biennial review of skills and recommend to the Commissioner of Education proposed changes in the skills;
8. approve specifications for the development of test items;
9. negotiate and monitor contracts for the development of test items;
10. review and approve test blueprints;
11. review and approve all test materials at each stage of development;
12. verify the accuracy of computer programs and score reports;
13. validate test score keys;
14. select and train persons to observe the administration of the test;
15. investigate alleged irregularities in the implementation of the *Test Administration Plan* or in the administration of the test, including alleged breaches of security;
16. review and process complaints from individuals or institutions;
17. approve the test administration manuals;
18. provide content for student information brochures and posters;
19. release statewide test results and other information relating to the testing program;
20. prepare a technical report; and
21. review and monitor the impact of CLAST standards.

The Technical Support Contractor

The responsibilities of the TSC are to

1. develop and maintain the item bank for the CLAST;
2. develop blueprints for forms of the test;
3. design and format test books, the answer folder, the administration manual, score reports, the score interpretation guide, student registration forms, and student information posters and brochures;
4. print all test materials;
5. disseminate test materials and provide for their return;
6. train ITAs;
7. direct the administration of the CLAST;
8. conduct item calibration, equating, and score scale development;
9. score tests, including the essay, and validate computer-adaptive test scores;
10. provide score reports to individual examinees;
11. provide reports of test results to institutions and to the Department of Education;
12. analyze test results and recommend changes in the test and/or test procedures;
13. review the technical report; and
14. store test materials as required by the record retention schedule for CLAST materials.

The Institutional Test Administrator

The administration of the CLAST in each participating institution is coordinated and directed by one individual--the ITA. The appointment of an ITA is initiated by the institution, which recommends to the Department of Education a person who is experienced in the administration of secure, standardized examinations.

After approval by the Department of Education, the ITA is the principal contact for all matters relating to the CLAST and is accountable to the Department of Education for carrying out the assigned responsibilities, which are to

1. notify students about the examination, requirements for CLAST scores, registration requirements, and availability of special test conditions for handicapped examinees;
2. receive applications from students to take the CLAST;
3. verify that each applicant is a Florida student who needs CLAST scores to comply with statutory and SBE requirements;
4. give room assignments and admission tickets to students who will take the test;
5. identify and schedule test rooms as specified in the *Institutional Test Administrator's Manual*;
6. appoint room supervisors and proctors as specified in the *Institutional Test Administrator's Manual*;
7. train room supervisors and proctors in the use of materials provided by the TSC;
8. determine what special test conditions are to be provided for examinees who have handicaps;
9. notify the TSC of the exact number of students registered for the CLAST and order test materials as specified in the *Institutional Test Administrator's Manual*;
10. observe all requirements for test security as specified in the *Test Administration Manual*;
11. ensure that the administration of the CLAST in each test room is conducted in detail according to procedures specified in the *Test Administration Manual*;

12. determine the eligibility of students to participate in the alternate administration;
13. make arrangements for eligible students approved by the ITA to take the CLAST in an institution other than their own;
14. coordinate requests from students for special administrations, including certifying to the Department of Education the eligibility of students who request special administrations of the CLAST;
15. coordinate requests for and determine the eligibility of examinees to retake objective subtests at computer-adaptive test sites; and
16. receive and disseminate summary reports of test results within respective institutions.

Approved Test Centers

To be approved by the Department of Education as a test center for the CLAST, an institution must

1. have an approved ITA who is a qualified test administrator, experienced in the administration of secure, standardized examinations;
2. have approved, secure storage facilities in which to store CLAST books while they are in the custody of the ITA;
3. agree to administer the CLAST in rooms that meet the criteria specified in the *Institutional Test Administrator's Manual*; and
4. assume all costs of administering the CLAST to its students under conditions specified in the *Test Administration Manual*.

An institution that is not a test center for the CLAST may arrange with any of the approved CLAST test centers to administer the test to its eligible students. Institutions that elect this option must assume all responsibilities associated with the CLAST, except for those involving the custody of test materials and the administration of the test to students. Regardless of where students are tested, it is the responsibility of the student's home institution to register its students for the CLAST prior to the registration deadline. All arrangements must be approved by the Department of Education.

ADMINISTRATION GUIDELINES

Eligibility to Take the CLAST

Only those undergraduate students who are seeking either an A.A. or a baccalaureate degree and who have completed eighteen credit hours are eligible to participate in the CLAST administrations covered by this plan. In all cases, registration of students for the CLAST must be made at the institution that needs the scores.

Students may not retake any subtest for which they already have a passing score.

Students may not retake any subtest prior to thirty days from the previous administration of the same subtest, regardless of whether the previous administration was a regular administration, a special administration, a computer-adaptive (CAT) administration, or an administration for teacher candidates as part of the Florida Teacher Certification Examination (FTCE).

The Need for CLAST Scores

Degree Requirement

The need for CLAST scores is prescribed by State Board of Education Rules 6A-10.0312, 6A-10.0314, and 6A-20.005, FAC. Effective August 1, 1984, students in Florida's public postsecondary institutions are required to pass all four CLAST subtests before they may be awarded an associate in arts degree. Passing CLAST scores are also required for admission to upper-division status at a state university. At state universities, students transferring from out of state who already have an A.A. degree must successfully complete the CLAST to maintain enrollment and to be awarded a baccalaureate degree. Students who received an A.A. degree prior to September 1, 1982, and who were admitted to upper-level status before August 1, 1984, are required to present CLAST scores but are not required to pass the CLAST as a condition of receiving a baccalaureate degree. However, students who were awarded an A.A. degree prior to September 1, 1982, but who were not admitted to an upper-level instructional program prior to August 1, 1984, are required to pass the CLAST as a condition of admission to upper-level status and receipt of a baccalaureate degree. Refer to the Department of Education General Counsel opinion of June 30, 1988 (**Appendix B**) for further clarification.

Students who are seeking an undergraduate degree from a Florida institution and who already have a baccalaureate degree are exempt from the CLAST requirement. (This does not apply to candidates for the Florida Teacher Certification Examination.)

Responsibility for using CLAST scores to satisfy the statutory requirements is vested by law in the respective community colleges and state universities. Although the exercise of that responsibility is governed by the Florida Statutes, SBE Rules, and Rules of the State Board of Regents, the respective institution determines whether any given student needs scores on the CLAST.

Any appeal by a student of a decision involving such use of his/her CLAST scores must be made through the process established by the institution for student appeals of other academic matters.

Students who have satisfied CLAST standards on three of the four subtests and who are otherwise eligible may be enrolled in state universities for up to an additional thirty-six semester credits of upper-division coursework before they are required to pass the fourth subtest.

Independent institutions may make the CLAST available to their students either by meeting the criteria for an approved testing center or by making arrangements with an approved testing center. Rule 6A-10.0317, FAC, provides that private institutions may require CLAST scores as a condition of award of a degree.

Financial Aid Requirement

SBE Rule 6A-20.005(1), FAC, requires that a student who has an associate in arts degree or sixty semester hours of credit in a public and/or private college or university have passing CLAST scores as a condition of eligibility for State of Florida student financial aid awards. Questions about the use of CLAST scores to determine eligibility for State of Florida financial aid awards are to be addressed to the financial aid officer of the institution in which the student is enrolled.

Test Schedule

The CLAST is administered in institutions authorized by the Department of Education to be test centers. Each year, regular administrations are scheduled for the first Saturday in October, the first Saturday in June, and the third Saturday in February. When the first Saturday in October is a religious holiday, the administration is conducted on the last Saturday in September. Alternate administrations are scheduled for the Tuesday following the regular administration.

Institutions may begin the CLAST registration period at any time, since some institutions may need to register students in the spring for the fall administration. However, the close of registration must be uniform throughout the state. The registration deadlines and regular and alternate administration dates for fall 1994 through summer 1996 are listed below.

Registration Deadline	Saturday Regular Test Date	Alternate Test Date
September 2, 1994	October 1, 1994	October 4, 1994
January 20, 1995	February 18, 1995	February 21, 1995
May 5, 1995	June 3, 1995	June 6, 1995
September 8, 1995	October 7, 1995	October 10, 1995
January 19, 1996	February 17, 1996	February 20, 1996
May 3, 1996	June 1, 1996	June 4, 1996

Notifying and Registering Examinees

The ITA will provide all students with written notice of the examination. The notice will state the requirements for CLAST scores, the nature and purpose of the examination, the availability of special modifications for the handicapped, the date and time the test will be administered, and the responsibility of students to register for the test by the established deadline. A sample notification form containing the necessary information will be provided to each ITA by the TSC prior to each regular administration.

The ITA will give to each student to be tested a room assignment and an admission ticket which, when presented together with photo identification, will admit the student to the test room. No late, standby, or walk-in registrations are permitted.

Registration procedures must provide the handicapped student an opportunity to request special test conditions or materials. The name of the person or office the student should contact at the institution to arrange for special considerations must be provided.

Saturday Administration

There is one administration of the CLAST on the designated Saturday. Students are to be admitted to the Saturday administration based on the order in which their registration applications were received. Students unable to participate in the Saturday administration because of limitations in space or personnel may participate in the alternate administration. Students who cannot be accommodated during either the Saturday administration or the alternate administration should be registered for the next regularly scheduled CLAST. If circumstances permit, a special administration may be sought for such students.

Additional Administrations

Alternate Administration

As required by Section 240.107(2), FS, state universities and community colleges will provide an alternate administration of the CLAST. It will be conducted on the first Tuesday after the regular administration. Students may participate in the alternate administration if they were registered for the Saturday administration but could not participate because of

1. limitations of space or test personnel;
2. health or religious reasons;
3. temporary or active duty assignment in military service;
4. administrative error on the part of the institution;
5. participation in an authorized school-related function such as organized intercollegiate sports, debate, musical performances, etc., requiring their absence from the regular Saturday test administration; or
6. other circumstances approved by the ITA.

Special Administrations at Military Bases

The Department of Education may authorize a special administration of the CLAST at a military base outside the state of Florida if

1. the student or the student's spouse has been transferred out of Florida because of active or temporary assignment in military service, and
2. the student or spouse needs CLAST scores to receive a degree.

A written request for an administration of the CLAST at a military base must be submitted by the ITA to the Department of Education using the form provided in **Appendix C**, or a facsimile thereof.

Other Special Administrations

Under extraordinary circumstances, the Department of Education may allow an ITA to conduct a special administration of the CLAST according to the dates specified in **Appendix D**. These circumstances include the following:

1. the student has never taken the CLAST and needs CLAST scores in order to receive State of Florida financial aid; OR

2. a. the student has already taken but not passed one or more subtests of the CLAST,
   b. the student will not have taken the CLAST within thirty days of the scheduled special administration,

c. the student has fulfilled all other degree requirements, and
d. there is a serious and compelling reason why the student cannot wait until the next regularly scheduled administration.

In each case, the ITA must submit a request for a special administration of the CLAST (see **Appendix E**) to the Administrator of Student Assessment Services, Department of Education. The request must be received by the Department by the deadline specified in **Appendix D** and must provide the following information: (1) the reason why the student cannot wait until the next regularly scheduled administration, (2) which subtests are requested, and (3) the student's name and social security number.

Computer-adaptive Administrations for Retake Examinees

Examinees who have taken the CLAST but have not met the passing criteria may request to retake one or more of the *multiple-choice* subtests at one of the sites that offer the computer-adaptive (CAT) version of the CLAST. (The essay subtest is not available on computer-adaptive testing.) An advance payment is required for each administration. (Consult test sites for fee amounts.) No subtest may be taken prior to thirty days after the student has taken a previous administration. Scores for any subtest(s) taken prior to thirty days from the previous administration of the subtest(s) will not be reported and/or will be invalidated. Appointments for computer-adaptive testing are to be arranged for examinees by their ITAs. In making appointments, ITAs should use the form provided in **Appendix F** to certify the eligibility of examinees to take the CAT CLAST.

A list of computer-adaptive CLAST testing sites is provided in **Appendix G**. Since new sites may be added during the year, ITAs should check with the Department for current information on test sites.

Administrations in Institutions Other Than the Registering Institution

Students may request permission of the institution at which they registered for the CLAST to take the test at another Florida institution, providing one of the following criteria is met:

1. the student is attending class in or near the other institution;
2. the student is representing the registering institution in a scheduled activity at or near the other institution; or
3. the student would experience hardship by having to travel to the registering institution.

The registering institution has complete authority over approval of the student's request. (Some institutions have policies that preclude such approval.)

If approval is granted, arrangements with the other institution are to be initiated by the ITA of the student's home institution and must be completed by the end of the registration period. The ITA of the student's home institution will complete a request for the student to take the CLAST at another institution (see **Appendix H** of this document or the form at the back of the *Institutional Test Administrator's Manual*) and send it to the receiving ITA, who may accommodate the request but is not obligated to do so. The receiving ITA will complete the bottom portion of the form and return it to the ITA of the student's home institution.

Administrations in Remote Centers

Institutions with students enrolled in programs in remote centers affiliated with the institution are required to propose a plan for test administration that uses current forms of the test and a schedule that permits prompt scoring of tests following each regular administration.

Administrations in Custodial Institutions

If a student is confined to a custodial institution and needs CLAST scores for a degree, the ITA of the degree-granting institution should contact the Department of Education to discuss what arrangements can be made for testing the student.

Ordering Test Materials

The ITA is responsible for ordering test materials. An order form for test materials will be sent to each ITA by the TSC prior to the close of registration. The order shall be based on the actual number of students who have registered for the test, including any students being tested at the request of another ITA. The order must be made by telephone on the Wednesday following the close of registration and must be confirmed by mailing the order form as instructed by the TSC. The TSC will provide the requested number of test books, plus an overage.

Special Test Conditions for Examinees with Disabilities

Rule 6A-10.0311(5), FAC, provides for the adaptation of test materials and conditions so that each person who has a record of a physiological disorder that substantially impairs visual, auditory, manual, or speaking abilities, or who has a record of a learning disability, is afforded an opportunity to demonstrate achievement of the CLAST skills being measured.

The guidelines in the *Institutional Test Administrator's Manual* describe adaptations that are meant to parallel those existing in the instructional program of the handicapped examinee. The ITA is responsible for notifying students of the availability of adaptations, receiving requests for test adaptations, and arranging for such adaptations. Any handicapped student who cannot be tested effectively and accurately with one of the available test adaptations and who does not have a waiver as described in the next paragraph will be deemed to have satisfied any requirement to present a CLAST score. Requests for such certification must be submitted to the Department of Education by the institution in a letter signed by the Vice President for Academic Affairs.

Waivers from CLAST Subtests

Section 240.107(5), FS, and SBE Rule 6A-10.0311(6), FAC, provide special consideration for students in public institutions who have a specific learning disability such that they cannot successfully complete one or more CLAST subtests. These students may appeal to an institutional committee for a waiver of the requirement to pass a specific subtest of the CLAST. If the criteria of the statute are met, the ITA will inform the Department of Education in writing of the granting of the waiver. The student's official transcript will show that a waiver was granted. The waiver is transferable to other institutions. Only state universities and community colleges have the authority to grant waivers recognized by public institutions. Refer to **Appendix I** for additional explanation of this point.

Any questions concerning adaptations and waivers for handicapped students should be directed to the Department of Education.

Section 240.107(6), FS, and SBE Rule 6A-10.0311(7-13), FAC, permit an institutional president, *under certain conditions*, to grant a waiver from one or more of the CLAST subtests to students who repeatedly (at least four times) fail those subtests. Before such a waiver may be approved by an institutional president, the waiver must first have been recommended by majority vote by the institutional committee established to review waiver requests, in accordance with Section 240.107(6), FS, and Rule 6A-10.0311 (7-13), FAC.

Guidelines and forms developed and distributed by the Department in the July 12, 1991, memorandum from the Commissioner to academic vice-presidents and ITAs are to be used for reporting waivers to the Department. The "Quarterly Report of CLAST Waivers" form, listed as Attachment B in the Commissioner's memorandum, is to be used for reporting the *total number* of CLAST waivers granted per subtest during each quarter. Attachment C, "List of CLAST Waivers Granted," and Attachment D, "CLAST Waiver Review Worksheet," are to be used to record waiver information on each waiver candidate and should be sent in to the Department periodically during the quarter as petitions for waivers are reviewed. Samples of the waiver forms are provided in **Appendix J**. For more information on waiver reporting procedures, contact the CLAST Office at the Department of Education.

Test Security

Each ITA is responsible for the security of CLAST materials and for reporting breaches of security to the Department of Education. Violations of test security are defined and procedures for maintaining test security are described in Section 228.301, FS; in Rule 6A-10.042, FAC; and in the CLAST *Institutional Test Administrator's Manual*. Maintaining security must be considered when choosing the locations for handling and storing materials and when training the test administrators, room supervisors, and proctors.

If test materials are determined to be missing while in the possession of the institution, the ITA will investigate the cause of the discrepancy and provide the Department of Education with a report of the investigation within thirty calendar days of the initiation of the investigation. The report will include the nature of the situation, the time and place of the occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department of Education are authorized to conduct additional investigations.

If a student is suspected of cheating, or if other violations of test security are suspected, the ITA will report the incident as specified in the *Test Administration Manual* within ten calendar days. (The Department's score invalidation procedures for individual cases are discussed on p. 14.)

The ITA is also responsible for notifying each person who has access to the tests of the procedures for maintaining test security. Each person is also to be advised of the statute and rule governing test security, which provide that anyone violating the law may be guilty of a misdemeanor of the first degree and, upon conviction, shall be fined not more than $1,000 or be imprisoned for not more than ninety days, or both (see Rule 6A-10.042[1][g], FAC, and Section 228.301[2], FS).

If the Department of Education, through an investigation, determines that an institution does not fulfill its responsibilities as a testing center for the CLAST, the Department will assume responsibility for the administration of the CLAST in that institution until such time as the institution requalifies as a testing center for the CLAST. Alternatively, the Department may withdraw approval of the institution as a test site.

Testing Fees

Section 240.107(7), FS, and Rule 6A-10.0317, FAC, allow the Department of Education to charge each private college or university whose students take the CLAST a nonrefundable fee of $20.00 per examinee. Approximately six weeks after the test administration date, the Department of Education will send a request for payment; the fee is payable upon receipt of the request. Section 240.107(8), FS, allows the Department to collect fees for special administrations of the CLAST at private institutions and universities.

SCORING AND REPORTING RESULTS

Scoring Conventions

Each objective (multiple-choice) subtest is scored if the examinee has attempted any part of the subtest by recording even one response on the answer sheet. For each objective subtest, raw scores (number of items correct) are converted to scale scores, which are reported to the examinee and to the institution for recording in the student's permanent record. Unlike raw scores, which are affected by fluctuations in test difficulty, scale scores can be interpreted to represent equivalent levels of achievement regardless of the test form taken.

The essay is scored only if, in the judgment of two readers, the examinee has attempted to write on one of the two topics presented. An essay score is the sum of the ratings of two readers who judge an essay on a point scale of one through six. If the two individual ratings differ by more than one point, the essay will be read by a third person, a referee, whose rating will replace one of the initial ratings. If the readers judge that an examinee's essay does not address one of two topics presented, an "OT," for "off topic," instead of a numeric score will be printed on the student's score report and on the report sent to the institution.

If an examinee did not attempt any part of a subtest, an "NT," for "not tested," instead of a numeric score will be printed for that subtest on the student's score report, while a blank will be reported to the institution.

Scoring conventions are described in detail in the technical report published by the Department of Education.

Passing Scores

As required by statutes, the SBE has established standards for performance on the communication and computation skills in Rule 6A-10.0316, FAC, as the passing scores on the four subtests of the CLAST. The scores adopted by the SBE were proposed by the State-Level Panel on CLAST Standards and were recommended by the Commissioner of Education. The passing scores were originally adopted by the SBE on March 6, 1984, and have been amended several times since. They are based on a score scale which was established by the Department of Education using data from the October 1982 administration of the CLAST.

	Essay	ELS	Reading	Mathematics
August 1, 1984 - July 31, 1986	4	265	260	260
August 1, 1986 - July 31, 1989	4	270	270	275
August 1, 1989 - September 30, 1991	4	295	295	285
October 1, 1991 - September 30, 1992	5*	295	295	290
October 1, 1992, and thereafter	6	295	295	295

The passing score requirements are specific to the date on which a student first takes any subtest of the CLAST. For example, a person who took the test in June 1986 is required to meet the first set of passing scores.

*Because of a revision in the essay scoring scale, a total score of 5 on or after Oct. 1, 1991, is equivalent to a total score of 4 before Oct. 1991. Therefore, a score of 4 on or after Oct. 1, 1991, does *not* meet the passing standard for retake examinees first tested before Oct. 1991. For those examinees, a 5 is required.

Verification of Score Reports

Students who have questions about their score reports are to begin their inquiry by contacting the person named in the score report. If a student feels that the test was inaccurately scored, he or she may request verification of the score report by the TSC.

Requests for the verification of score reports must be made within ninety days of the test administration date by using the Score Review Form printed in the Score Interpretation Guide. Requests are to be directed to the TSC and must be accompanied by a money order for ten dollars ($10.00) payable to the University of Florida. Personal checks and currency are not acceptable, and requests postmarked after the deadline will be returned.

The verification of the essay score is limited to ascertaining that the score report accurately reflects the ratings assigned by the trained readers of the essay. The verification of scores on the other subtests is limited to determining that the examinee had coded the correct form code on the answer folder and to handscoring the answer sheet for the subtest(s) in question.

Any score change resulting from the score verification will be reported by the TSC to the examinee requesting the verification, to the institution(s) which received the score report, and to the Department of Education.

Cancellation of Scores

Scores on the CLAST will be canceled for any examinee or group of examinees if the Department of Education determines that an individual or group irregularity in the administration of the test has invalidated the scores of students involved.

Score Invalidation Procedures for Test Security Violations

Periodically, irregularities in examinees' test scores, in examinees' test materials, or in certain test administration procedures may lead the Department to investigate individual cases to resolve questions about the reported irregularities. When the Department has reason to question the authenticity of examinees' test materials and/or suspect that test takers have violated other test security provisions, the cases in question are presented to a special departmental committee for review. If, after review of test administration materials and other evidence, the committee by consensus determines that an examinee's scores for a particular administration should be invalidated, all the scores reported under the examinee's name and social security number for the period in question will be deleted from the record, and the examinee, along with the ITA and the registrar of the examinee's home institution, will be notified in writing forthwith. Notification is sent to the examinee via certified U.S. mail. For additional information on score invalidation procedures, contact the CLAST Office at the Department of Education.

Recording CLAST Scores

As required by Rule 6A-10.024(15), FAC, the scores a student earns on each of the four subtests of the CLAST are to be recorded in the student's transcript. The date first tested should also be retained in the student's permanent record. Scores on the CLAST are transmitted officially from one institution to another via the transcript issued by the institution in which the student registered to take the test.

Reports of Results

Examinees' score reports will be sent approximately five weeks after the test administration by the TSC to the address coded on the answer folder. Undeliverable score reports will be sent to the institution in which the student registered to take the test. Neither the TSC nor the Department of Education will issue duplicate score reports to individual students.

If an institution needs a student's CLAST scores, the ITA should request the scores from the Department of Education. Although requests by telephone will be accepted, all responses will be written.

Each institution receives its own institutional reports and statewide summaries as well as a computer tape, floppy disk, microfiche, or hard copy list of its students' demographic information and item response data. A data tape format and a test blueprint showing item/skill correspondence are provided.

The reports listed below are generated by the TSC.

I. Individual Student Reports that contain scale scores for the objective subtests, the percent of items correct in each broad skill area for each objective subtest, and a score on the essay subtest.

II. Statewide Reports

A. Preliminary summary statistics (means, medians, standard deviations) and frequency distributions by subtest
   1. First-time examinees in public institutions
   2. First-time examinees in independent institutions
   3. Native university students
   4. Transfer students in universities
   5. Retakes
   6. By racial/ethnic group (White, Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, and non-Resident Alien)
   7. By gender and by racial/ethnic group within gender

B. Master alphabetical roster with examinees' names, scores, social security numbers, and pass/fail status for each subtest

C. Item analyses and technical data

D. Percent of examinees meeting standards
   1. First-time examinees in public institutions
   2. First-time examinees in independent institutions
   3. Retake examinees in public institutions meeting required standards
   4. Retake examinees in independent institutions meeting required standards
   5. Reports #1-4 above by gender and racial/ethnic group

III. Institutional Reports

A. Preliminary summary statistics and frequency distributions by subtest as produced for statewide reports
B. An alphabetical roster of examinees' names, scores, social security numbers, and pass/fail status for each subtest

(cont.)

C. Student demographic and item response data
D. Percent of examinees meeting standards as produced for the statewide reports
E. Broad skill performance analysis

Any individual, institution, or agency that wishes to use the statewide data for research purposes must request the data from the Department of Education.

228.301 Test security.—

(1) It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 229.57, or, with respect to any such test, knowingly and willfully to:

(a) Give examinees access to test questions prior to testing;

(b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;

(c) Coach examinees during testing or alter or interfere with examinees' responses in any way;

(d) Make answer keys available to examinees;

(e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;

(f) Fail to follow test administration directions specified in the test administration manuals; or

(g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section is guilty of a misdemeanor of the first degree, punishable by a fine of not more than $1,000 or imprisonment for not more than 90 days, or both.

(3) A district superintendent of schools, a president of a community college, a president of a university, or a president of a private postsecondary institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

History.—s. 17, ch. 86-156; s. 1, ch. 90-99.

229.053 General powers of state board.—

(1) The State Board of Education is the chief policy-making and coordinating body of public education in Florida. It has the general powers to determine, adopt, or prescribe such policies, rules, regulations, or standards as are required by law or as it may find necessary for the improvement of the state system of public education. Except as otherwise provided herein, it may, as it shall find appropriate, delegate its general powers to the Commissioner of Education or the directors of the divisions of the department.

(2) The board has the following duties:

. . .

(d) To adopt for public universities and community colleges, and from time to time modify, minimum and uniform standards of college-level communication and computation skills generally associated with successful performance and progression through the baccalaureate level; and to approve tests and other assessment procedures which measure student achievement of those skills;

. . .

History.—ss. 15, 31, 35, ch. 69-106; s. 1, ch. 75-19; s. 107, ch. 79-222; s. 2, ch. 81-162; s. 1, ch. 82-46; s. 3, ch. 82-180; s. 2, ch. 83-265; s. 6, ch. 84-94; ss. 1, 2, ch. 91-37; s. 2, ch. 91-55; s. 32, ch. 91-109.

229.551 Educational management.—

. . .

(3) As a part of the system of educational accountability, the department shall:

. . .

(h) Maintain a listing of college-level communication and computation skills defined by the Articulation Coordinating Committee as being associated with successful student performance through the baccalaureate level and submit the same to the State Board of Education for approval.

(i) Maintain a listing of tests and other assessment procedures which measure and diagnose student achievement of college-level communication and computation skills and submit the same to the State Board of Education for approval.

(j) Maintain for the information of the State Board of Education and the Legislature a file of data compiled by the Articulation Coordinating Committee to reflect achievement of college-level communication and computation competencies by students in state universities and community colleges.

(k) Develop or contract for, and submit to the State Board of Education for approval, tests which measure and diagnose student achievement of college-level communication and computation skills. Any tests and related documents developed are exempt from the provisions of s. 119.07(1). This exemption is subject to the Open Government Sunset Review Act in accordance with s. 119.14. The commissioner shall maintain statewide responsibility for the administration of such tests and may assign administrative responsibilities for the tests to any public university or community college. The state board, upon recommendation of the commissioner, is authorized to enter into contracts for such services beginning in one fiscal year and continuing into the next year which are paid from the appropriation for either or both fiscal years.

(l) Perform any other functions that may be involved in educational planning, research, and evaluation or that may be required by the commissioner, the State Board of Education, or law.

History.—s. 8, ch. 69-13; s. 1, ch. 69-300; s. 13, ch. 72-221; s. 3, ch. 75-302; s. 2, ch. 76-223; s. 109, ch. 79-222; s. 2, ch. 81-180; s. 2, ch. 82-180; s. 3, ch. 83-325; s. 50, ch. 84-338; s. 40, ch. 85-80; s. 10, ch. 85-109; s. 1, ch. 86-225; s. 47, ch. 87-329; s. 1, ch. 88-18; s. 20, ch. 89-189; s. 57, ch. 89-381; s. 58, ch. 90-360; s. 10, ch. 91-283.

240.107 College-level communication and computation skills examination.—

(1) It is the intent of the Legislature that the examination of college-level communication and computation skills provided in s. 229.551 serve as a mechanism for students to demonstrate that they have mastered the academic competencies prerequisite to upper-division undergraduate instruction. It is further intended that the examination serve as both a summative evaluation instrument prior to student enrollment in upper-division programs and as a source of information for student advisors. It is not intended that student passage of the examination supplant the need for a student to complete the general education curriculum prescribed by an institution.

(2) State universities and community colleges shall conduct a minimum of two administrations, one of which may consist of an alternative administration, of the college-level communication and computation skills examination per academic term. Such administrations shall be

BEST COPY AVAILABLE

available to all lower-division students seeking associate in arts or baccalaureate degrees upon completion of at least 18 semester hours or the equivalent. State universities and community colleges shall report at a minimum the examination scores of all students tested at each administration of the college-level communication and computation skills examination.

(3) No state university or community college shall confer an associate in arts or baccalaureate degree upon any student who fails to complete successfully the examination of college-level communication and computation skills. Students who received their associate in arts degree prior to September 1, 1982, shall be exempt from the provisions of this subsection.

(4) The State Board of Education, by rule, shall set the minimum scores that constitute successful completion of the examination. In establishing the minimum scores that constitute successful completion of the examination, the State Board of Education shall consider any possible negative impact of the tests on minority students. Determinations regarding a student's successful completion of the examination shall be based on the minimum standards prescribed by rule for the date the student initially takes the examination.

(5) Any student who, in the best professional opinion of the university, has a specific learning disability such that he can not demonstrate successful completion of one or more sections of the college-level communication and computation skills examination and is achieving at the college level in every area except that of the disability, and whose diagnosis indicates that further remediation will not succeed in overcoming the disability, may appeal through the appropriate dean to a committee appointed by the president or vice president for academic affairs for special consideration. The committee shall examine the evidence of the student's academic and medical records and may hear testimony relevant to the case. The committee may grant a waiver for one or more sections of the college-level communication and computation skills examination based on the results of its review.

(6) Each community college president and university president shall establish a committee to consider requests for waivers from the provisions of subsection (3). The committee shall be chaired by the chief academic officer of the institution and shall have four additional members appointed by the president: a member of the mathematics department, a member of the English department, the institutional test administrator, and a fourth faculty member from a department other than English or mathematics. Any student who has taken a subtest of the examination required by this section at least four times and has not achieved a passing score, but has otherwise demonstrated proficiency in coursework in the same subject area, may request a waiver from that particular subtest. Waivers shall be considered only after students have been provided test adaptations or other administrative adjustments to permit the accurate measurement of the student's proficiency in the subject areas measured by the examination authorized in this section. The committee shall consider the student's educational records and other evidence as to whether the student should be able to pass the subtest under consideration. A waiver may be recommended to the president upon majority vote of the committee. The president may approve or disapprove the recommendation. The president may not approve a request which the committee has disapproved. If a waiver for a given subtest is approved, the student's transcript shall include a statement that the student did not meet the requirements of subsection (3) and that a waiver was granted. Each president shall report annually by July 1 the number and percentage of students granted waivers, the subtests waived, and the reasons for granting the waivers. This report shall be provided to the Commissioner of Education, the President of the Senate, and the Speaker of the House of Representatives.

(7) The State Board of Education, by rule, shall establish fees for the administration of the examination to private postsecondary students. The examination may be administered to students other than those receiving financial aid as required in s. 240.404(1)(a)2., provided that the appropriate fees are paid.

(8) The State Board of Education, by rule, shall establish fees for the administration of the examination at times other than regularly scheduled dates to accommodate examinees who are unable to be tested on those dates. The board shall establish the conditions under which examinees may be admitted to the special administrations.

History.—s. 21, ch. 86-145; s. 11, ch. 90-59; s. 23, ch. 90-288; s. 4, ch. 90-302.

240.233 Universities; admissions of students.—Each university shall govern admissions of students, subject to this section and rules of the Board of Regents.

. . .

(6) Rules of the State Board of Education shall require the use of scores on tests of college-level communication and computation skills provided in s. 229.551 as a condition for admission of students to upper division instructional programs from community colleges, including those who have been awarded associate in arts degrees. Use of such test scores as an admission requirement shall extend equally and uniformly to students enrolled in lower divisions in the State University System and to transfer students from other colleges and universities. The tests shall be required for community college students seeking associate in arts degrees and students seeking admission to upper division instructional programs in the State University System. The use of test scores prior to August 1, 1984, shall be limited to student counseling and curriculum improvement.

History.—s. 18, ch. 79-222; s. 4, ch. 82-180; s. 11, ch. 83-325; s. 22, ch. 86-145; ss. 10, 18, ch. 87-212; s. 7, ch. 89-381; s. 1, ch. 90-18; s. 5, ch. 90-366.

240.239 Associate in arts degrees; issuance.—

(1) The purpose of this section is to require state universities to present associate in arts certificates upon request to qualified students.

(2) Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.).

(3) An associate in arts degree shall not be granted unless a student has successfully completed minimum requirements for college-level communication and computation skills adopted by the State Board of Education and a minimum of 60 academic semester hours or the equivalent, with not less than 36 of the semester hours in general education courses such as communications, mathematics, social sciences, humanities, and natural sciences.

History.—ss. 1, 2, 3, 4, ch. 71-178; s. 28, ch. 79-222; s. 5, ch. 82-180.
Note.—Former s. 241.478.

240.3215 Community college district board of trustees; degrees and certificates.—

(1) Each board of trustees shall adopt rules establishing student performance standards for the award of degrees and certificates.

(2) Effective August 1, 1984, each board of trustees shall require the use of scores on tests for college-level communication and computation skills provided in s. 229.551 as a condition for graduation with an associate in arts degree. Use of test scores before August 1, 1984, shall be limited to student counseling and curriculum improvement.

History.—s. 23, ch. 83-326.

240.404 General requirements for student eligibility for state financial aid.—

(1)(a) The general requirements for eligibility of students for state financial aid awards consist of the following:

. . .

2. Participation in the college-level communication and computation skills testing program. This requirement is limited to students seeking associate's or bachelor's degrees.

. . .

History.—s. 4, ch. 83-291; s. 42, ch. 84-338; s. 4, ch. 86-195; s. 28, ch. 86-225; s. 9, ch. 89-207; s. 8, ch. 89-367; s. 2, ch. 90-236; s. 16, ch. 90-302.

6A-10.024 Articulation Between Universities, Community Colleges, and School Districts.

. . .

(15) Standard transcript. The Articulation Coordinating Committee shall maintain a standard format for universities and community colleges to record the performance and credits of students. Each such transcript shall include all courses in which a student enrolls each term, the status in each course at the end of each term, all grades and credits awarded, College-Level Academic Skills Test scores, and a statement explaining the grading policy of the institution. The Articulation Coordinating Committee shall collaborate with the Division of Public Schools in the development of a standard format on which district school systems shall record the performance and credits of students.

. . .

Specific Authority 229.053(1), 240.115(1)(2) FS. Law Implemented 228.093(3)(d), 229.053(2)(c), 229.551(1)(f), 229.555(2), 229.814(5), 240.115, 240.116, 246.013 FS. History - New 5-5-75, Amended 10-7-75, 6-8-76, 8-22-77, 12-26-77, 3-28-78, 5-10-78, 7-2-79, 2-27-80, 5-27-81, 1-6-83, 4-5-83, 6-28-83, 1-9-85, Formerly 6A-10.24, Amended 8-4-86, 5-18-88, 5-29-90, 7-30-91.

6A-10.030 Other Assessment Procedures for College-Level Communication and Computation Skills.

(1) In addition to tests that may be adopted by the State Board to measure student achievement in college-level communication and computation skills, pursuant to Section 229.053(2)(d), Florida Statutes, other assessment procedures shall be measured by completion of coursework in English and mathematics.

(2) Prior to receipt of an Associate of Arts degree from a public community college or university or prior to entry into the upper division of a public university, a student shall complete successfully the following:

(a) Twelve (12) semester hours of English coursework in which the student is required to demonstrate writing skills. For the purposes of this rule, an English course is defined as any semester-length course within the general study area of the humanities in which the student is required to produce written work of at least six thousand (6,000) words.

(b) Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

For the purposes of this rule, a grade of C or higher shall be considered successful completion.

(c) Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction pursuant to Rule 6A-10.024, FAC, and students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through one (1) or more of the acceleration mechanisms in Rule 6A-10.024, FAC, shall be considered to have satisfied the requirements in Rule 6A-10.030(2), FAC, to the extent of the college credit awarded.

(3) Exemptions and waivers.

(a) Any student who completes the first six (6) hours of the English coursework required by this rule with a grade point average of 4.0 may waive completion of the remaining six (6) hours until after entry into the upper division of a university and shall be considered eligible for an Associate of Arts degree, notwithstanding the provisions of Rule 6A-10.030(2)(a), FAC.

(b) Any public community college or university desiring to exempt its students from the requirements of Rule 6A-10.030(2), FAC, shall submit an alternative plan to the State Board of Community Colleges or Board of Regents, respectively. Upon approval of the plan by the respective board, the plan shall be submitted to the State Board. Upon approval by the State Board, said plan shall be deemed effective in lieu of the requirements of Rule 6A-10.030(2), FAC.

Specific Authority 229.053(1), (2)(d) FS. Law Implemented 229.053(2)(d) FS., Section 15, Chapter 87-212, Laws of Florida. History - New 10-15-82, Formerly 6A-10.30, Amended 6-8-88.

BEST COPY AVAILABLE

6A-10.0310 --expired 7/31/92.
(See 6A-10.0316 for current skills.)

6A-10.0311 Assessment of Student Attainment of College-Level Communication and Computation Skills.

(1) The skills in Rule 6A-10.0310, FAC., shall be used by the Articulation Coordinating Committee as the basis for the development of specifications for test items.

(2) The specifications shall be used by the Articulation Coordinating Committee as the basis for the development of tests and other assessment procedures to measure the level of student attainment of the skills.

(3) The College-Level Academic Skills Test, an achievement test developed by the Department pursuant to Section 229.551 (3)(h), Florida Statutes, to measure the level of attainment of college-level communication and computation skills listed in Rule 6A-10.0310, FAC., is approved and designated for use in community colleges and state universities. Scores on the reading, writing, and computation subtests shall be reported on the score scale which was established by the Department in the October, 1982 test administration. From October 1, 1982 through September 30, 1991, scores on the essay shall be reported on a four (4) point score scale established by the Department in the October, 1982 test administration. Beginning October 1, 1991, scores on the essay shall be reported on a six (6) point scale established by the Department in the October, 1991 test administration. For purposes of the requirements of Section 240.107(4), Florida Statutes, a total score of four on a four point score scale shall be considered equivalent to a total score of five on a six point score scale for students retaking the essay portion of the examination.

(4) Admission criteria for the College-Level Academic Skills Test shall be specified by the Commissioner in the Test Administration Plan.

(5) A person required to take the College-Level Academic Skills Test who has a record of physiological disorder(s) which substantially impairs that person's visual, auditory, manual or speaking abilities or who has a record of a learning disability shall be deemed to have satisfied any requirement to present a score on any subtest which has not been modified in administration so as best to ensure that the performance of the person on the subtest accurately reflects the person's achievement of the skill being measured, rather than the person's impaired abilities. The test modifications may include but are not limited to the following:

(a) Flexible scheduling. The person may be administered a subtest during several brief sessions, so long as all testing is completed on the test administration date.

(b) Flexible setting. The person may be administered a subtest individually or in a small group setting by a proctor rather than in a classroom or auditorium setting.

(c) Recording of answers. The person may mark answers in a test booklet, type the answers by machine, or indicate selected answers to a test proctor. The proctor may then transcribe the person's responses onto a machine-scorable answer sheet.

(d) Revised format. The person may use a large print booklet, a Braille test booklet, or a magnifying device.

(e) Auditory aids. The person may use audio devices. A tape recorded version of appropriate portions of the test may be used, along with a printed copy. Appropriate portions of the test may be read to the student by a narrator.

(6) Each college and university shall establish a committee for the purpose of evaluating requests for exemption from the testing requirements of this rule which are submitted by students with specific learning disabilities. Each institution shall adopt its own procedures for implementing the provisions of this Subsection and Section 240.107(5), Florida Statutes. The student shall have the right to appeal the findings of the committee directly to the president of the institution. Once a waiver is granted by an institution, the waiver is transferable to other institutions.

(7) Each community college president and university president shall establish a committee to consider requests for waivers from the testing requirements of this rule for students other than those with specific learning disabilities. The committee shall be chaired by the chief academic officer of the institution and shall have four (4) additional members appointed by the president which shall include a member of the mathematics department, a member of the English department, the institutional test administrator, and a fourth faculty member from a department other than English or mathematics. The terms of office of the committee members and the meeting times and conditions shall be established by the president. However, as part of the process of determining whether to recommend a waiver from the provisions of Section 240.107(3), Florida Statutes, the committee shall conduct a personal interview with each student requesting a waiver.

(8) Any student who has taken any of the four (4) subtests of the College-Level Academic Skills Test at least four (4) times and has not earned a passing score on the subtest but has otherwise earned a minimum grade point average of 2.0 in all college credit courses in that same subject area and met the requirements defined in Rule 6A-10.030, FAC., for that area may appeal to the committee described in Subsection (7) of this rule for a waiver from that subtest. In considering the request, the committee shall review the student's academic records and such other information as may be appropriate.

(9) The committee described in Subsection (7) of this rule shall determine whether the student's inability to pass the reading, English language skills, or essay subtest is due to the student having English as second or foreign language. If the student has completed instructional programs for English as a second language or English as a foreign language with a minimum grade point average of 2.0, and has otherwise earned a minimum grade point average of 2.0 in all college credit courses in the subtest area as that for which a waiver is being considered, and has met the requirements of Rule 6A-10.030, FAC., for that area, then a waiver may be considered.

(10) In considering a request for a waiver from any subtest, the committee described in Subsection (7) of this rule shall determine whether the student has demonstrated sufficient effort to pass the subtest and has satisfactorily completed remediation studies related to the failed subtest in addition to meeting the requirements in Subsections (8) and (9) of this rule. Waivers shall not be granted under any circumstance unless the student first has demonstrated effort to learn the required skills to the level required by the subtest.

(11) If the committee described in Subsection (7) of this rule recommends by majority vote that a waiver be given for a specified subtest, such recommendation shall be accompanied by documentation that the student has acquired the skills to the level required by the subtest and statements

of explanation or justification to be considered by the president who then may approve or disapprove the recommendation. If a waiver is granted, the student's official college or university transcript shall include a statement that the student did not meet the requirements of Section 240.107(3), Florida Statutes, for an identified subtest, and a waiver was granted.

(12) Each president shall report not later than July 1 of each year the number and percentage of students granted waivers, the subtests waived, and the reasons for granting the waivers. The specific information to be reported and the format of such reports shall be specified by the Commissioner. This report shall be provided to the Commissioner, the President of the Senate, and the Speaker of the House. Interim quarterly reports, in the same format, shall be made to the State Board of Education at times specified by the Commissioner.

(13) A community college shall not grant a waiver unless it is in conjunction with the awarding of the associate in arts degree.

Specific Authority 229.053(l)(2)(d) FS. Law Implemented 229.053 (2)(d), 229.551(3)(j), 240.117(1), 240.239(3) FS. History - New 9-3-81, Amended 5-25-82, 10-7-82, 12-7-82, 12-20-83, 3-28-84, Formerly 6A-10.311, Amended 4-13-88, 4-1-91, 8-19-91.

6A-10.0312 Minimum Standards of College-Level Communication and Computation Skills.

(1) The following scale scores on the College-Level Academic Skills Test define the minimum levels of attainment of the communication and computation skills included in Rule 6A-10.0310, FAC., that are required on each subtest during each of the designated periods of time to satisfy the minimum standards of the State Board.

(a) Reading. From August 1, 1984, through July 31, 1986, the scale score shall be 260. From August 1, 1986, through July 31, 1989, the scale score shall be 270. Beginning August 1, 1989, the scale score shall be 295.

(b) Writing. From August 1, 1984, through July 31, 1986, the scale score shall be 265. From August 1, 1986, through July 31, 1989, the scale score shall be 270. Beginning August 1, 1989, the scale score shall be 295.

(c) Computation. From August 1, 1984, through July 31, 1986, the scale score shall be 260. From August 1, 1986, through July 31, 1989, the scale score shall be 275. From August 1, 1989, through September 30, 1991, the scale score shall be 285. From October 1, 1991, through September 30, 1992, the scale score shall be 290. Beginning on October 1, 1992, the scale score shall be 295.

(d) Essay. From August 1, 1984 through September 30, 1991, the scale score shall be a total of 4. From October 1, 1991 through September 30, 1992, the scale score shall be a total of 5. Beginning on October 1, 1992, the scale score shall be a total of 6.

(e) The scale scores described in this rule shall be equivalent to those specified in Rule 6A-10.0311(3), FAC.

(2) The Commissioner shall approve procedures for reviewing the minimum standards and shall recommend changes in the minimum standards to adjust to changes in the level of attainment of communication and computation skills being achieved by students in community colleges and state universities and to changes in the definition of the college-level skills included in Rule 6A-10.0310, FAC.

Specific Authority 229.053(l)(2)(d), 240.107(4) FS. Law Implemented 229.053 (2)(d), 240.233(6), 240.239(3), 240.325(3), 240.3215(2) FS. History - New 9-3-81, Amended 9-29-82, 3-28-84, Formerly 6A-10.312, Amended 4-13-88, 10-17-89, 5-2-90, 8-19-91.

6A-10.0314 Applications of College-Level Communication and Computation Skills in State Universities and Community Colleges.

(1) The communication and computation skills included in Rule 6A-10.0310, FAC, shall be taken into account by each state university and community college awarding an associate of arts degree in the establishment of student performance standards for the award of that degree; provided, however, that no associate of arts degrees shall be awarded after the October 1982 administration of the College-Level Academic Skills Test to students who do not present scores earned on that test; and provided, further, that beginning August 1, 1984, student scores on that test must satisfy the minimum standards of the State Board.

(2) Each state university with a lower division and each community college shall assure that all students in college-credit programs have opportunity to acquire the skills included in Rule 6A-10.0310, FAC.

(3) Except as provided in Rule 6A-10.0314(4), FAC, beginning with the October 1982 administration of the College-Level Academic Skills Test, each state university shall require all applicants for upper division status, including students who were admitted to the university as freshmen or sophomores, to present scores which have been earned on the College-Level Academic Skills Test; and for any term beginning on or after August 1, 1984, the admission of all students to upper division status shall require presentation of scores on the College-Level Academic Skills Test which satisfy the minimum standards of the State Board. Students who are otherwise qualified for admission to upper division status at a state university and who have satisfied the minimum standards of the State Board on only three (3) of the four (4) subtests of the College-Level Academic Skills Test may enroll for up to an additional thirty-six (36) semester credits in upper division courses in a state university before they are required to satisfy the minimum standards of the State Board on all four (4) subtests. However, the implementation of this rule shall be applied uniformly to native university students and to students who transfer from other institutions in which the College-Level Academic Skills Test is required.

(4) Students required to present scores on the College-Level Academic Skills Test who have not had opportunity to take the test may be enrolled in a state university only until the end of the next semester in which the test is available to them. Students who have not had opportunity to take the test are students (1) who completed their sophomore year without receiving an associate of arts degree in a community college or state university in Florida before October, 1982; (2) who are transferring from an institution where the test is not administered; (3) who are prevented from taking the test (i) for religious or medical reasons, (ii) by reason of a duty assignment while on active or temporary (TDY) duty in military service; or (4) who were registered to take the test but

BEST COPY AVAILABLE

failed to report for testing for a reason beyond the student's control. In response to a student's written petition, the university president or community college president or designee shall make a written finding as to whether the student had the opportunity to take the test. Written findings shall be filed with the Agency Clerk of the university.

(5) A student may exempt these requirements according to Rule 6A-10.0311(5) and (6), FAC.

Specific Authority 229.053(1)(2)(d) FS. Law Implemented 229.053 (2)(d), 240.233(6), 240.239(3) FS. History - New 9-3-81, Amended 10-7-82, 11-10-83, 3-28-84, Formerly 6A-10.314, Amended 4-13-88.

6A-10.0316 College-Level Communication and Computation Skills Effective August 1, 1992. The communication and computation skills identified herein, pursuant to Section 229.053(2)(d), Florida Statutes, are associated with successful performance of students in college programs through the baccalaureate level.

(1) The following skills, by designated category, are defined as college-level communication skills:

(a) Reading with literal comprehension includes all of the following skills:

1. Recognizing main ideas in a given passage.
2. Identifying supporting details.
3. Determining meaning of words on the basis of context.

(b) Reading with critical comprehension includes all of the following skills:

1. Recognizing the author's purpose.
2. Identifying the author's overall organizational pattern.
3. Distinguishing between statement of fact and statement of opinion.
4. Detecting bias.
5. Recognizing author's tone.
6. Recognizing explicit and implicit relationships within sentences.
7. Recognizing explicit and implicit relationships between sentences.
8. Recognizing valid arguments.
9. Drawing logical inferences and conclusions.

(c) Listening with literal comprehension includes all of the following skills:

1. Recognizing main ideas.
2. Identifying supporting details.
3. Recognizing explicit relationships among ideas.
4. Recalling basic ideas, details, or arguments.

(d) Listening with critical comprehension includes all of the following skills:

1. Perceiving the speaker's purpose.
2. Perceiving the speaker's organization of ideas and information.
3. Discriminating between statements of fact and statements of opinion.
4. Distinguishing between emotional and logical arguments.
5. Detecting bias.
6. Recognizing the speaker's attitude.
7. Synthesizing by drawing logical inferences and conclusions.
8. Evaluating objectively.

(e) Composing units of discourse providing ideas and information suitable for purpose and audience includes all of the following skills:

1. Selecting a subject which lends itself to development.
2. Determining the purpose and the audience for writing.
3. Limiting the subject to a topic which can be developed within the requirements of time, purpose, and audience.
4. Formulating a thesis or statement of main idea which focuses the essay.
5. Developing the thesis or main idea statement by all of the following:

a. Providing adequate support which reflects the ability to distinguish between generalized and specific evidence.

b. Arranging the ideas and supporting details in a logical pattern appropriate to the purpose and the focus.

c. Writing unified prose in which all supporting material is relevant to the thesis or main idea statement.

d. Writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts.

(f) Transmitting ideas and information in effective written language which conforms to the conventions of standard American English includes all of the following skills:

1. Demonstrating effective word choice by all of the following:

a. Using words which convey the denotative and connotative meanings required by context.

b. Avoiding inappropriate use of slang, jargon, cliches, and pretentious expressions.

c. Avoiding wordiness.

2. Employing conventional sentence structure by all of the following:

a. Placing modifiers correctly.

b. Coordinating and subordinating sentence elements according to their relative importance.

c. Using parallel expressions for parallel ideas.

d. Avoiding fragments, comma splices, and fused sentences.

3. Employing effective sentence structure by all of the following:

a. Using a variety of sentence patterns.

b. Avoiding overuse of passive construction.

4. Observing the conventions of standard American English grammar and usage by all of the following:

a. Using standard verb forms.

b. Maintaining agreement between subject and verb, pronoun and antecedent.

c. Using proper case forms.

d. Maintaining a consistent point of view.

e. Using adjectives and adverbs correctly.

f. Avoiding inappropriate shifts in verb tenses.

g. Making logical comparisons.

5. Using standard practice for spelling, punctuation, and capitalization.

6. Revising, editing, and proofreading units of written discourse to assure clarity, consistency, and conformity to the conventions of standard American English.

(g) Speaking involves composing the message, providing ideas and information suitable to topic, purpose, and audience which includes all of the following skills:

1. Determining the purpose of the oral discourse.
2. Choosing a topic and restricting it according to purpose and audience.
3. Fulfilling the purpose by the following:

a. Formulating a thesis or main idea statement.

b. Providing adequate support material.

c. Organizing suitably.

d. Using appropriate words.

e. Using effective transitions.

(h) Speaking involves transmitting the message, using oral delivery skills suitable to the audience and the occasion by all of the following skills:

1. Employing vocal variety in rate, pitch, and intensity.
2. Articulating clearly.
3. Employing the level of American English appropriate to the designated audience.
4. Demonstrating nonverbal behavior which supports the verbal message with eye contact and appropriate posture, gestures, facial expressions, and body movements.

(2) The following skills, by designated category, are defined as college-level computation skills:

(a) Demonstrating mastery of all of the following arithmetic algorithms:

1. Adding, subtracting, multiplying, and dividing rational numbers.
2. Adding, subtracting, multiplying, and dividing rational numbers in decimal form.
3. Calculating percent increase and percent decrease.
4. Solving the sentence a percent of b is c, where values for two of the variables are given.

(b) Demonstrating mastery of all of the following geometric and measurement algorithms:

1. Rounding measurements to the nearest given unit of the measuring device used.
2. Calculating distances, areas, and volumes.

(c) Demonstrating mastery of all of the following algebraic algorithms:

1. Adding, subtracting, multiplying, and dividing real numbers.
2. Applying the order-of-operations agreement to computations involving numbers and variables.
3. Using scientific notation in calculations involving very large or very small measurements.
4. Solving linear equations.
5. Solving linear inequalities.
6. Using given formulas to compute results, when geometric measurements are not involved.
7. Finding particular values of a function.
8. Factoring a quadratic expression.
9. Finding the roots of a quadratic equation.
10. Solving a system of two (2) linear equations in two (2) unknowns.

(d) Demonstrating mastery of all of the following statistical algorithms, including some from probability:

1. Identifying information contained in bar, line, and circle graphs.
2. Determining the mean, median, and mode of a set of numbers.
3. Using the fundamental counting principle.

(e) Demonstrating mastery of logical-reasoning algorithms by deducing facts of set inclusion or set non-inclusion from a diagram.

(f) Demonstrating understanding of arithmetic concepts by all of the following skills:

1. Recognizing the meaning of exponents.
2. Recognizing the role of the base number in determining place value in the base-ten numeration system.
3. Identifying equivalent forms of positive rational numbers involving decimals, percents, and fractions.
4. Determining the order relation between real numbers.
5. Identifying a reasonable estimate of a sum, average, or product of numbers.

(g) Demonstrating understanding of geometric and measurement concepts by all of the following skills:

1. Identifying relationships between angle measures.
2. Classifying simple plane figures by recognizing their properties.
3. Recognizing similar triangles and their properties.
4. Identifying appropriate units of measurement for geometric objects.

(h) Demonstrating understanding of algebraic concepts by all of the following skills:

1. Using properties of operations correctly.
2. Determining whether a particular number is among the solutions of a given equation or equality.
3. Recognizing statements and conditions of proportionality and variation.
4. Identifying regions of the coordinate plane which correspond to specified conditions and vice versa.

(i) Demonstrating understanding of statistical concepts including probability by all of the following skills:

1. Recognizing properties and interrelationships among the mean, median, and mode in a variety of distributions.
2. Choosing the most appropriate procedure for selecting an unbiased sample from a target population.
3. Identifying the probability of a specified outcome in an experiment.

(j) Demonstrating understanding of logical-reasoning concepts by all of the following skills:

1. Identifying statements equivalent to the negations of simple and compound statements.
2. Determining equivalence or non-equivalence of statements.
3. Drawing logical conclusions from data.
4. Recognizing that an argument may not be valid even though its conclusion is true.

(k) Inferring relations between numbers in general by examining particular number pairs.

(l) Generalizing and selecting applicable generalizations in geometry and measurement by both of the following skills:

1. Inferring formulas for measuring geometric figures.
2. Selecting applicable formulas for computing measures of geometric figures.

(m) Generalizing and selecting applicable generalizations in algebra by using applicable properties to select equivalent equations and inequalities.

(n) Generalizing and selecting applicable generalizations in statistics, including probability, by inferring relations and making accurate predictions from studying statistical data.

(o) Generalizing and selecting applicable generalizations in logical reasoning by both of the following skills:

1. Recognizing valid reasoning patterns as illustrated by valid arguments in everyday language.
2. Selecting applicable rules for transforming statements without affecting their meaning.

(p) Demonstrating proficiency for solving problems in the area of arithmetic by the following skills:

1. Solving real-world problems which do not require the use of variables and which do not involve percent.
2. Solving real-world problems which do not require the use variables and which do require the use of percent.
3. Solving problems that involve the structure and logic of arithmetic.

BEST COPY AVAILABLE

(q) Demonstrating proficiency for solving problems in the area of geometry and measurement by both of the following skills:

1. Solving real-world problems involving perimeters, areas, or volumes of geometric figures.

2. Solving real-world problems involving the Pythagorean property.

(r) Demonstrating proficiency for solving problems in the area of algebra by both of the following skills:

1. Solving real-world problems involving the use of variables, aside from commonly used geometric formulas.

2. Solving problems that involve the structure and logic of algebra.

(s) Demonstrating proficiency for solving problems in the area of statistics, including probability, for both of the following skills:

1. Interpreting real-world data involving frequency and cumulative frequency tables.

2. Solving real-world problems involving probabilities.

(t) Demonstrating awareness of the ways in which logical reasoning is used to solve problems by drawing logical conclusions when facts warrant them.

(3) The Articulation Coordinating Committee shall file with the Commissioner and the State Board, on or before November 30 of each odd-numbered year, its recommendations for changes, if any, in the above definitions of college-level communication and computation skills.

(4) This rule will take effect August 1, 1992.

Specific Authority 229.053(1)(2)(d) FS. Law Implemented 229.053(2)(d), 229.551(3)(h) FS. History - New 8-1-92.

6A-10.0317 Participation in the College-Level Communication and Computation Skills Testing Program by Nonpublic Postsecondary Institutions.

(1) Test participation. The College-Level Academic Skills Test may be administered to students enrolled in nonpublic, postsecondary institutions. Such institutions shall offer the test to students who apply for state student financial aid in accordance with Rule 6A-20.005, FAC., or may offer it to or require it of other students as well, as determined by the institution. The institution shall pay the Department of Education a fee of twenty (20) dollars per student who takes one or more parts of the test for the cost of scoring and reporting the results of the test.

(2) Reports and services. For any nonpublic, postsecondary institution whose students participate in the College-Level Academic Skills testing program, the Department of Education shall provide the same testing program reports and services as provided to public institutions.

Specific Authority 120.53(1)(b), 229.053(1)(2)(d), 240.107(7) FS. Law Implemented 229.053, 240.107, 240.233, 240.239, 240.3215, 240.325 FS. History - New 4-1-91.

6A-10.042 Maintenance of Test Security.

(1) Tests implemented in accordance with the requirements of law, including but not limited to Sections 229.053(2)(d), 229.57, 231.087, 231.17, 231.533, 231.534, 233.011, and 240.117, Florida Statutes, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the Department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

Specific Authority 120.53(1)(b), 228.301, 229.053(1) FS. Law Implemented 120.53(1)(b), 228.301, 229.041, 229.053(2)(d), 229.55(2)(a)(d), 229.57, 230.23(11)(b), 231.087, 231.17, 231.533, 231.534, 233.011, 240.117 FS. History - New 7-5-87.

6A-20.005 Participation in the College-Level Communication and Computation Skills Testing Program as a Requirement for State Student Financial Aid Awards.

(1) On or after August 1, 1985, any student who is awarded an associate of arts degree or who completes sixty (60) semester hours of credit, or the equivalent, in academic work applicable to an associate of arts or bachelor's degree at the Florida public or independent institution in which the student is enrolled, shall be required to have scores on the College-Level Academic Skills Test which satisfy the standards in Rule 6A-10.0312(1), FAC., in order to be eligible to receive a state financial aid award from any state student financial assistance program. A student may exempt these requirements according to Rule 6A-10.0311(5) and (6), FAC.

(2) Students who have scores which do not satisfy the standards of the State Board for the College-Level Academic Skills Test may remain eligible to receive state financial aid awards if they are enrolled in instruction related to the acquisition of skills necessary for the successful completion of the testing program. Such students are eligible to receive state financial aid awards only for a maximum of ten (10) semesters or fifteen (15) quarters of undergraduate study.

(3) Students required to participate in the College-Level Academic Skills Testing Program who have not had the opportunity to take the test may receive state financial aid awards only until the end of the next term in which the test is available to them. Students who have not had the opportunity to take the test are defined in Rule 6A-10.0314(4), FAC.

(4) Written findings on petitions made pursuant to Rule 6A-10.0314(4), FAC, shall be filed with the financial aid office at the respective institution and with the Office of Student Financial Assistance, Florida Department of Education, The Florida Education Center, Tallahassee, Florida 32399.

Specific Authority 229.053(1), 240.404(2), 240.424(1) FS. Law Implemented 229.053(2)(d), 240.404(1)(a)2.(3), 240.409(2)(a), 240.437(2)(f) FS. History - New 4-10-85, Formerly 6A-7.17, Formerly 6A-7.017, Amended 12-9-96, 4-13-88, 12-18-90.

Appendix B

Department of Education General Counsel Opinion, June 30, 1988

In 1988, after inquiries from many of the state's postsecondary institutions, clarification from the Department of Education's Office of the General Counsel was sought regarding an apparent conflict between Section 240.107(3), Florida Statutes, and Rule 6A-10.0314(4), FAC, concerning the need for CLAST scores. The following question was asked of the Counsel:

> Does a student who earned an associate of arts degree prior to September 1, 1982, have to take and successfully complete the College-Level Academic Skills Test as a condition for admission to upper-level status and for receiving a baccalaureate degree?

In response, a memorandum dated June 30, 1988, to Dr. Thomas Fisher from Carolyn S. Holifield, Department attorney, summarized her analysis of the question as follows:

> A student who received an associate of arts degree prior to September 1, 1982, and who was admitted to upper-level status before August 1, 1984, is not required to successfully complete the College-Level Academic Skills Test (CLAST) as a condition of receiving a baccalaureate degree. A student who was awarded an associate of arts degree prior to September 1, 1982, but who was not admitted to an upper-level instructional program prior to August 1, 1984, is required to earn a minimum passing score on the CLAST as a condition for admission to upper-level status and receiving a baccaulaureate degree.

The full text of this opinion is available, on request, from the CLAST Office, Department of Education, (904) 488-8198 or Suncom 278-8198.

Appendix C

Request for a Special Administration at a Military Base
CLAST, 1994-95

TO: CLAST Office, Department of Education

FROM: _____ ITA for CLAST

_____ Institution

_____ Telephone/Fax

The student identified below needs CLAST scores to receive a degree from this institution. However, the student (or the student's spouse) has been transferred out of Florida because of active or temporary assignment in military service. The student agrees to be administered the CLAST by the Education Officer on the military base to which the student (or the student's spouse) has been assigned.

The student has registered for the _____ administration of the CLAST.

Student Information:

Name: _____

Social Security Number: _____

Address: _____

_____

_____

Telephone (if available): _____

CLAST Subtests Needed:

_____Essay _____English Language Skills _____Reading _____Mathematics

_____ First time _____ Retake

Name, Address, and Telephone of Education Officer on the Military Base:

_____

_____

_____

_____

Appendix D

Key Activity Due Dates for Special Administrations, 1994-95

Activities					
Requests for special administrations received in writing by CLAST Office via carrier or fax*	11/15/94	1/05/95	4/04/95	7/18/95	8/22/95
Test materials shipped by OIR to ITA via receipted overnight carrier	11/17/94	1/09/95	4/06/95	7/20/95	8/24/95
Test materials received by ITA	11/18/94	1/10/95	4/07/95	7/21/95	8/25/95
Special administrations begin	11/21/94	1/11/95	4/10/95	7/24/95	8/28/95
Special administrations end	11/29/94	1/17/95	4/21/95	7/27/95	8/30/95
Test materials returned by ITA to OIR via receipted overnight carrier	11/30/94	1/18/95	4/24/95	7/28/95	8/31/95
Test materials received by OIR	12/01/94	1/19/95	4/25/95	7/31/95	9/01/95
Score reports mailed to student, ITA, and CLAST Office by OIR	12/07/94	1/25/95	5/01/95	8/07/95	9/11/95

*Special-administration requests must be received in the CLAST Office by 5:00 p.m. Eastern Time on the due dates posted.

Appendix E
Special Administration Request Form, 1994-95

TO: Thomas H. Fisher, Administrator
Student Assessment Services, Department of Education
Phone: (904) 488-8198 Fax: (904) 488-1627

FROM: _____ , _____
ITA for CLAST Institution

(____) _____ - _____ (____) _____ - _____ 11/94 1/95 4/95 7/95 8/95
Phone Number Fax Number Test Date Requested (Circle One)

****

Part 1. First-Time Examinees

I request that the student(s) listed below be allowed to take the CLAST during the next special administration. I certify that they have never taken the CLAST and, in order to receive state financial aid for the next term / semester, must have all four CLAST scores by _____ (date). (If special administration is requested for urgent reasons other than state financial aid, please specify.)

Last Name	First Name	Social Security Number
_____	_____	_____/_____/_____
_____	_____	_____/_____/_____
_____	_____	_____/_____/_____
_____	_____	_____/_____/_____
_____	_____	_____/_____/_____
_____	_____	_____/_____/_____

****

Part 2. Retake Examinees

I request that the student(s) listed below be allowed to take the CLAST during the next special administration. I certify that each student meets all of the following criteria. Each student has

a. taken all parts of the CLAST but has not yet passed all parts,
b. fulfilled all other degree requirements,
c. not taken the CLAST within the 30 days prior to the beginning date of the special administration period and will not take the CLAST within 30 days of the last date of the special administration period.

I further certify that denial of this request will adversely affect the student in the way(s) stated in the space provided.

Last Name	First Name	Social Sec. #	Circle Subtest(s) Needed
_____	_____	____/____/_____	Essay Rdg ELS Math

Adverse Effect:

_____ _____
ITA Signature Date

(cont. next p.)

Special Administration Request Form - Part 2 (Cont.)

Last Name	First Name	Social Sec. #	Circle Subtest(s) Needed
_____	_____	____/___/_____	Essay Rdg ELS Math

Adverse Effect:

_____	_____	____/___/_____	Essay Rdg ELS Math

Adverse Effect:

_____	_____	____/___/_____	Essay Rdg ELS Math

Adverse Effect:

_____	_____	____/___/_____	Essay Rdg ELS Math

Adverse Effect:

_____	_____	____/___/_____	Essay Rdg ELS Math

Adverse Effect:

_____ _____

ITA Signature Date

(This form may be duplicated to accommodate additional requests.)

Appendix F: Certification of Eligibility of Student to Take CAT-CLAST

INSTRUCTIONS: Please send completed form to the CLAST administrator at the institution administering the CAT-CLAST. This is not a registration form. The student will be required to complete a registration form by the CAT-CLAST institution. If desired, a photograph of the examinee may be attached to the bottom of this form to assist in proper identification at the CAT-CLAST site.

TO: _____
CAT-CLAST Test Administrator

_____
CAT-CLAST Institution

FROM: _____
CLAST ITA

_____
Institution

(____) _____ (____) _____
Phone Number Fax Number

I hereby authorize the student listed below to take the CAT-CLAST. The student is eligible to retake (check which one[s])

( ) English Language Skills ( ) Reading ( ) Mathematics

_____ _____
Last Name First Name M. Initial Social Security Number

_____
Present Street Address

_____
City State ZIP Code

(____) _____ (____) _____
Home Phone Work Phone

_____ _____
ITA Signature Date Approved

_____
Date Approval Expires

Appendix G

Computer-Adaptive Test Centers for Retake Examinees

Broward Community College, North Campus

Contact: Dotlyn Lowe / Jacqueline Edwards
Building 48, Room 324
1000 Coconut Creek Parkway
Coconut Creek, Florida 33066
Phone: (305) 973-2345, Suncom 495-2345, Fax (305) 973-2389

Central Florida Community College

Contact: Dr. Tom Weaver / Terry Donahue
Director of Testing
Central Florida Community College
P. O. Box 1388
Ocala, Florida 34478-1388
Phone: (904) 237-2111, ext. 332, Suncom 655-1315

Florida State University

Contact: Keith Wood / Ray Frost
Evaluation Services
106 William Johnston Building
Florida State University
Tallahassee, Florida 32306-4034
Phone: (904) 644-3017, Suncom 284-3017

Miami-Dade Community College, Kendall Campus

Contact: Joanne Bashford
Director of Testing
Miami-Dade Community College, Kendall Campus
11011 Southwest 104th Street
Room 3255
Miami, Florida 33176-0000
Phone: (305) 237-2748, Suncom 477-2748

Miami-Dade Community College, North Campus

Contact: Dr. Sheri Goldstein
Testing Department, Room 1171
Miami-Dade Community College, North
11380 N.W. 27th Avenue
Miami, Florida 33167
Phone: (305) 237-1028, Suncom 477-1028, Fax (305) 237-1889

Miami-Dade Community College, Wolfson Campus

Contact: Mr. Rene Garcia
Building 1, Room 1465
Miami-Dade Community College, Wolfson Campus
300 Northeast 2nd Avenue
Miami, Florida 33132-0000
Phone: (305) 237-3012, Suncom 477-3012

*Okaloosa-Walton Community College

Contact: Dr. Sue T. Bridges
Counselor and Coordinator of Testing
Building E, Room 100
100 College Boulevard
Niceville, Florida 32578-0000
Phone: (904) 729-5234 ext. 294, Suncom 687-1234

Palm Beach Community College, Lake Worth Campus

Contact: Danita Kurtz / Chris Biferie
Testing Center, Mail Station 8
4200 Congress Avenue
Lake Worth, Florida 33461-4796
Phone: (407) 439-8233, Suncom 258-8233

*Pensacola Junior College

Contact: Joan Ziel, ITA for CLAST
College Test Center, 612 Building 6
1000 College Boulevard
Pensacola, Florida 32504-8998
Phone: (904) 484-1000, Suncom 681-1000

Santa Fe Community College

Contact: Dr. Pat Smittle / Dorothy McGinnes
Building P, Room 232
3000 N.W. 83rd Street
Gainesville, Florida 32602
Phone: (904) 395-5509, Suncom 650-5509, Fax (904) 395-5614

University of Central Florida

Contact: Dr. Mary Helen Callarman
Also: Deborah Campbell / Kathleer. Cresswell
Student Academic Resource Center
Portable Classroom 1, Room 102
University of Central Florida
Orlando, Florida 32816
Phone: (407) 823-5130, Suncom 345-5130

University of Miami

Contact: David Wiles
341 Ungar Building
1365 Memorial Drive
University of Miami
Coral Gables, Florida 33124
Phone: (305) 284-2450, Fax (305) 284-4081

University of South Florida

Contact: Dr. Teresa Flateby
Also: Larry Smith
Evaluation and Testing, SVC 2054
4204 East Fowler Avenue
Tampa, Florida 33620-6925
Phone: (813) 974-5299, Suncom 574-5299

*Scheduled to be operational Fall 1994

Appendix H

Request for Student to Take CLAST at Another Institution
1994-95

TO: _____ ITA for CLAST

_____ (institution)

_____ (address)

_____

_____

fax# _____ phone # _____

FROM: _____ ITA for CLAST

_____ (institution)

_____ (address)

_____

_____

fax # _____ phone # _____

SUBJECT: Student Request to Take the CLAST at Your Institution

The student identified below has requested to take the CLAST at your institution on _____ and has properly registered for the subtest(s) indicated. The student is a ( ) first-time examinee ( ) retake examinee.

Name: _____ Soc. Sec.#: _____

Address: _____Phone:_____

_____

CLAST Subtests Needed: _____Essay ____English Language Skills ____Reading ____Mathematics

---

Responding ITA: Please complete this lower portion and return it to the requesting ITA.

Regarding your request for a CLAST administration for _____,
(student name/SSN)

____ I have enclosed an admission ticket for the student.

____ I will send an admission ticket to the student.

OR

____ I am sorry, but I am unable to comply with your request.

_____ _____
Signature of Responding ITA Date

Appendix I

Department of Education General Counsel Opinion, March 22, 1993

On March 22, 1993, the Department of Education's Office of the General Counsel responded to a memorandum from Dr. Thomas Fisher requesting clarification of legislation governing the issuance of waivers for the CLAST. Dr. Fisher's memorandum presented the following question about whether private institutions have the authority to grant CLAST waivers:

> State Board of Education Rule 6A-20.005, Florida Administrative Code, requires CLAST for receipt of state financial aid, and State Board of Education Rule 6A-10.0317, Florida Administrative Code, permits private institutions to administer CLAST on an optional basis. The latter rule requires the agency to "provide the same testing program reports and services as provided to public institutions."
>
> Section 240.107(3), Florida Statutes, includes state universities and community colleges but does not include private postsecondary institutions. Does this exclusion mean that private institutions do not have the authority to grant waivers to learning disabled students or to students who repeatedly fail a CLAST subtest?

In response to this question, Mr. Sydney McKenzie, General Counsel, provided the following opinion:

> Sections 240.107(5) and (6), Florida Statutes, provide authority for state universit[ies] and state community colleges to grant waivers to learning disabled students and students who have repeatedly failed the CLAST test or certain sub-tests in accordance with the procedures therein established. Section 240.105(2), Florida Statutes, discusses the state secondary educational system indicating the intent of the Legislature that provisions following it refer to the state educational system unless otherwise indicated. Thus, in Section 240.107, Florida Statutes, the Legislature is granting the authority to state universities and community colleges to grant waivers for the CLAST requirement. Because no authority is specifically granted to private institutions, such authority cannot be assumed. Any individual [with a waiver] who is seeking to enter the upper level in the state university system or receive an A.A. degree from a state community college will be required to have a waiver granted by a state educational entity through the procedures outlined in Section 240.107, Florida Statutes.

Appendix J:

Waiver Reporting Forms

Attachment B

Quarterly Report of CLAST Waivers

Directions: Please complete this report for the quarterly reporting periods ending March 31, June 30, September 30, and December 31. For the December 31 reporting period, use the total number of degree-seeking students at the end of the fall term. The report should be submitted within fifteen calendar days of the end of the reporting period to the CLASP Office, Florida Department of Education, Room 714 Florida Education Center, Tallahassee, FL 32399-0400.

Name of Institution: _____

Person completing this form: _____

Telephone number: _____ Date: _____

Essay Subtest

During the previous quarter, this institution granted _____ waivers from the CLAST essay subtest. This represents _____ percent of the total number of degree-seeking students enrolled at the end of the reporting period.

Mathematics Subtest

During the previous quarter, this institution granted _____ waivers from the CLAST mathematics subtest. This represents _____ percent of the total number of degree-seeking students enrolled at the end of the reporting period.

English Language Skills Subtest

During the previous quarter, this institution granted _____ waivers from the CLAST English Language Skills subtest. This represents _____ percent of the total number of degree-seeking students enrolled at the end of the reporting period.

Reading Subtest

During the previous quarter, this institution granted _____ waivers from the CLAST Reading subtest. This represents _____ percent of the total number of degree-seeking students enrolled at the end of the reporting period.

Attachment C

List of CLAST Waivers Granted

Directions: Please complete this form to identify all students who have been granted a waiver. Return this form to the CLASP Office, Florida Department of Education, Room 714 Florida Education Center, Tallahassee, FL 32399-0400. Duplicate this form as necessary.

In the left hand column, circle the letter(s) to indicate the CLAST subtest which was waived (ES = essay, M = mathematics, ELS = English Language Skills, R = reading). Type or print the remaining information.

Name of Institution: _____

Person completing this form: _____

Telephone number: _____

Subtest Waived	Student Name	SS #	Approval Date (mm/yy)
ES M ELS R			
ES M ELS R			
ES M ELS R			
ES M ELS R			
ES M ELS R			
ES M ELS R			

Attachment D

CLAST Waiver Review Worksheet

Directions: Please complete this form for each student who applies for a waiver from a CLAST subtest. This form is to be maintained at the local institution and a copy sent to the CLASP Office, Florida Department of Education, Room 714 Florida Education Center, Tallahassee, FL 32399-0400.

Name of Institution: _____

Person completing this form: _____ Telephone number: _____

Date: _____

Student Name and Social Security Number: _____

CLAST subtest for which waiver is requested: _____

Is this student being considered for a waiver under the provisions of Rule 6A-10.0311(6), FAC, for students with specific learning disabilities? ( ) Yes ( ) No If "Yes," please go to the last question on the reverse side of this form.

Date student was interviewed by the committee: _____

List below the dates and scores earned for the student's previous attempts to pass this subtest.

List the courses in the same subject area in which the student demonstrated proficiency:

Term	Course No	Course Title	Grade Earned

(Continued on reverse side)

CLAST Waiver Review Worksheet (page two of two)

List below the test adaptations and/or other administrative adjustments which were made to permit the accurate measurement of the student's proficiency in the subject area for which a waiver is sought:

Test Date	Adaptation or Adjustment Made

List below the efforts made by the student to learn the CLAST skills measured by this subtest to the level required by the test:

In the space below, provide either a statement as to why either (1) a waiver is being granted or (2) a waiver request is being denied.

173-082494-550-JB-1

BEST COPY AVAILABLE